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ABSTRACT

This study examined the role of a reading specialist, hypothesizing that teachers of grades K-4 in an urban school district do not know nor understand the role of the reading specialist and would not take advantage of suggestions and strategies given them by the specialist. A survey was given to the teachers to see if they understood the reading specialist's role; reading specialists in the district also were surveyed to see if they themselves knew their role. Results indicated that the teachers and the reading specialists differed as to the most important responsibilities of the reading specialist. Findings suggest that this was the biggest area of disagreement between the teachers and the reading specialists. Findings further suggest that the teachers do know the role of the reading specialist and do use the suggestions and strategies recommended to them thereby, refuting the hypothesis. (Contains three tables of data and 19 references; 21 completed surveys are appended.) (CR)

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The Effects of a Reading Specialist in a K - 4 School

by

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of the Master of Arts Degree

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Abstract

This study was done to see if teachers in an urban school district know and understand the role of the reading specialist. A survey was given out to the teachers in the school to see if they understood the role of the reading specialist. The reading specialists in the district also received the survey to see if they knew their role. The hypothesis states the teachers do not know the role of the reading specialist and would not take advantage of the suggestions and strategies given to them. However, this hypothesis was rejected and the study shows that the teachers do know the role of the reading specialist and use the suggestions and strategies recommended to them.

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I would like to thank my parents for all their support and encouragement. I would also like to thank my husband, Rich, for all his patience and understanding for the past two years.

Dedication

This paper is dedicated to my mom and dad for all their love and support throughout my life. Without them I would not be where I am today.

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Introduction

Early Warning Tests are a means of determining what a student learns in the early years of school. As a result of poor test results within an urban district, Reading Specialists were employed and assigned to each school to act as resources to teachers. What results do the district hope to achieve from this decision? Do the teachers and administration know the role of a Reading Specialist?

The role of a Reading Specialist is a very difficult one to define. The reason is due to the fact that the role has changed over the years. Different states and the different districts within the state may have different responsibilities for the Reading Specialist.

Years ago a Reading Specialist worked with small groups of children. They worked on reading and writing skills and they met a few times a week.

According to Miriam G. Finkelstein (1978), a Reading Specialist in New York City, her role as a Reading Specialist has changed since she first became one years ago. She worked with a small group of children 2 - 3 times a week. These children were selected to come to her not on the basis of urgency, but rather they were presented to her according to the teachers who reached her first. There was some informal contact with the children's teacher about their progress. Once a child was functioning, she sent them back to the classroom and another student replaced the one that went back.

The School Director and the Reading Specialist Supervisor felt that this was not an efficient use of her time and resources. What was done with the

children could not be adapted for classroom use. What Miriam Finkelstein was doing was something that could be explained and taught by others. Eventually the role was restructured to diagnose the learning problems of individual children and to meet regularly once or twice a week with all classroom teachers The diagnostic sessions were not to label a child but to find a learning style by which a particular child could learn best.

According to Miriam Finkelstein, The new role of the Reading Specialist needs to be supported by the administration, supervisors and classroom teachers. Teachers need to be willing to give up their time to meet with the Reading Specialist to go over Standardized test scores to see whether there is a discrepancy between teacher evaluation and performance on the test. Teachers also need to accept different strategies, techniques and materials to use with the children.

H. Alan Robinson (1967) did a study on the Reading Specialist of the past, present and possible future. He states that in the 1930's a Reading Specialist responsibility was to improve the teaching of reading but this was only in a few large cities. In the 1950's Reading Specialist were more visible at state, county, district and city levels, but these were few in number. The specialist that were hired did not have special training and they only worked as remedial reading teachers. He states that most Reading Specialist worked more with disabled readers than with teachers and the reading program.

Today, the Reading Specialist is not, and should not be, a teacher of developmental or remedial reading. The major role and purpose is to work with

the staff of a school to develop, implement, coordinate and evaluate the reading program. (Robinson, 1967) Reading Specialists are to evaluate new methods and their use in instructional material, to demonstrate special techniques and to learn more about specific students in order to help teachers with their needs.

Elizabeth L. Jaeger (1996) states that Reading Specialists were there to fix the problem readers. They worked with small groups of children in pull-out programs. If, in fact it ever was, this type of reading assistance is no longer viable. Reading Specialists need to function as collaborative consultants working with teachers to meet the needs of the children.

Based on the foregoing, it would appear that this assignment of reading specialists to each school in this urban district would hope that they would be accepted as collaborative consultants. However, no information has been supplied to teachers in this respect. The question of whether teachers know the role of the reading specialist and will enable use of the specialist to improve classroom reading instruction is an open one.

Hypothesis

To add evidence on this topic, the following study was undertaken. It was hypothesized that teachers in this urban district's schools would not know the role of the specialist and would not take advantage of suggestions and strategies to help students raise their test scores.

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Procedures

Data was collected from questions and comments that the classroom and Basic Skills Improvement Program teachers asked and said to the reading specialist for a period of five months. Questionnaires were distributed to the faculty of the school to see if they knew and understood the role of the reading specialist. Questionnaires were also distributed to the reading specialists in the district to see whether they understood and knew their role. Observations were made to see if teachers use the reading specialist as intended, as a resource rather than a remedial teacher.

Results

As seen in table I the survey that was distributed to the teachers in the school and the reading specialists in the district showed no significant difference between the means of the responses of the subjects.

Table I

Mean, Standard Deviation and t of the Samples' Survey Results

Sample	M	S.D.	t
Teachers	3.07	.46	.82
Specialists	3.23	.50	

As seen in Table II and Table III there was a close agreement between

Table II
Results of Teacher Survey

4=Very Important 3=Important 2=Somewhat Important 1=Not Important

Responsibility	4	3	2	1	T	
Provide Individual Instruction	7	5	2	0	47	3.36
Provide Small Group Instruction	4	5	5	0	41	2.93
Provide Individual In-class Instruction	0	3	8	3	31	2.21
Provide Small Group In-class Instruction	1	4	6	3	31	2.21
Conduct Formal Assessment	12	2	0	0	42	3.00
Communicating with Teachers	12	2	0	0	42	3.00
Communicating with Parents	7	4	3	0	46	3.29
Organization of School Reading Programs	7	4	3	0	46	3.29
Acting as a Resource to Teachers	9	3	2	0	51	3.64
Providing Inservice to Teachers	6	3	5	0	43	3.07
Demonstrating Reading Strategies	11	1	2	0	51	3.64
Developing Materials with Teachers	7	2	5	0	44	3.14

Table III
Results of Reading Specialist Survey

4=Very Important 3=Important 2=Somewhat Important 1=Not Important

Responsibility	4	3	2	1	T	
Provide Individual Instruction	4	2	1	0	24	3.43
Provide Small Group Instruction	2	4	1	0	22	3.14
Provide Individual In-class Instruction	0	4	2	1	17	2.43
Provide Small Group In-class Instruction	2	1	2	1	16	2.29
Conduct Formal Assessment	5	1	1	0	25	3.57
Communicating with Teachers	7	0	0	0	28	4.00
Communicating with Parents	4	2	1	0	24	3.43
Organization of School Reading Programs	3	4	0	0	24	3.43
Acting as a Resource to Teachers	5	1	1	0	25	3.57
Providing Inservice to Teachers	1	4	2	0	20	2.86
Demonstrating Reading Strategies	4	3	0	0	25	3.57
Developing Materials with Teachers	3	1	3	0	21	3.00

the teachers and specialist subjects on most of the responsibilities of the specialist. The major area of disagreement seen is the items related to communicating with teachers and conducting formal assessments. The specialists weighed these items to a higher degree than did the teachers.

Conclusions

In conclusion the hypothesis is rejected. The teachers of this urban district do have an idea of the role of the Reading Specialist. The teachers feel that the three most important responsibilities of the reading specialist is to act as a resource to the teachers, to demonstrate reading strategies, and to provide individual instruction. The Reading Specialists in the district feel that the three most important responsibilities are to act as a resource to the teachers, demonstrate reading strategies and to conduct formal assessments. The Reading Specialist also felt that communicating with teachers was important as were the teachers did not feel that this was important. The teachers also felt that conducting formal assessments was not an important responsibility of the reading specialist. This was the biggest area of disagreement between the teachers and the reading specialists. We can infer that the teachers of this urban school district know the role of the reading specialist but are not comfortable with taking advice from them.

The role of the reading specialist needs to be better defined. Not only for the reading specialists, but also for principals and classroom teachers. The title "Reading Specialist" has a history of confusion. Depending on the state, type of certification and other titles, such as consultant, coordinator, supervisors and director, the person may be performing a wide variety of services. Guidelines and standards of the reading specialist should be better defined.

In one study, (Pertz, et al., 1979) reading certified and reading non-certified personnel reported similar responses when asked to rank activities occupying their work time. Remedial reading and diagnostic work with students was ranked on the top and assisting content teachers was near the middle or lower. However, those not holding a reading specialist certificate were approached by other professionals and colleagues with questions concerning the teaching of reading.

Minimum standards for professional training of reading specialists were developed by the Professional Standards and Ethics Committee. They were approved in 1961 and revised in 1965 by the Board of Directors of the International Reading Association. These were the first guidelines available to the reading specialist profession. The Board of Directors of the International Reading Association approved a work conference in November 1966. The conference brought together approximately 20 people who were working as reading specialists and who could define their roles within their area. Five categories were decided upon; Reading Teacher, Reading Consultant, Reading

Coordinator, Reading Clinician and College Instructor. At this conference each role was defined.

Reading teacher was one who devotes full time to remedial and corrective work. Reading consultant was a full-time employee who works directly with teachers and administrators within a school to develop and implement a reading program. The consultant did not usually do remedial teaching. Reading coordinator had two main roles, To provide leadership throughout the systems reading program and to interpret the program to administrators and to make recommendations. Reading clinician generally aids the teachers in diagnosing remedial cases and planning and carrying out remedial work. College instructors teach reading improvements to college students, teach courses to pre-service teachers, teach reading courses on graduate level, and advise, direct, and engage in research activities in fields of interests.

Once the role of each specialist was defined they came up with a list of detailed duties. This list was used to suggest the type of training and experience a reading specialist should possess. Any reading specialist who operates above the level of reading teacher needs additional training or experience.

Dorothy M. Dietrich (1967) states that in addition to the training and experience of the reading specialist they must possess certain abilities that are difficult to assess in terms of courses taken or years of experience. These abilities include working with children of all intellectual levels, establishing a rapport with students, teachers, administrators, and parents, to be able to think

through various aspects of a problem and offer a workable solution. They need to be aware of new materials, approaches and ideas concerning reading and to be open minded about experimenting or trying innovations. They must be able to listen carefully to a child's, teacher's, parent's, or administrator's problem or explanation before making a comment or passing judgment. They must also be able to help teachers improve the teaching of reading without antagonizing, frustrating or frightening them. These skills are not directly taught in any college course but are qualifications that administrators need to be aware of when hiring a reading specialist.

Although there are set standards for reading specialists, the International Reading Association Evaluation Committee surveyed International Reading Association members that identified themselves as reading specialists. They found very little in common among reading specialists from state to state, school to school, and job to job. Not all states use the title Reading Specialist. Some use Reading Consultant, Reading Teacher, or Reading Coordinator. All respondents of the survey identified themselves as reading specialists. In states that issue reading certificates, 23 % (N=57) did not hold a certificate of that title. Of the 72% (N=187) who did not hold reading specialists certificates, 78 held positions that did not require that they have one. In states that do not issue reading specialist certificates, 42% (N=93) said they held a special reading certificate and the remaining 58% (N=127) held no certificate yet identified themselves as reading specialists. It is clear that holding a reading specialist

certificate is not an essential consideration when educators identify themselves as reading specialists.

The survey included activities of the reading specialist. They found that whether teachers were certified or not as reading specialist, they were in jobs called "reading specialist" and they were doing the same things most of the time. The four most frequent activities performed by the reading specialist were remedial reading, diagnostic work, developing instructional materials and teaching developmental reading. In addition the survey found differences in course requirements. For states that issue reading specialist certificates, the medium range of hours for those who held the certificates was 13 to 18 credit hours with a Master of Arts or Master of Science degree in reading. Those who did not hold certificates only needed 1 to 6 credit hours. In the states that did not issue reading specialist certification 13 to 18 hours were needed to hold some type of special certificate as well as Master of Arts or Master of Science degree. The medium requirement was 7 to 12 credit hours for those not holding a special certification.

The survey states that with or without reading specialist certification, some educators refer to themselves as reading specialists. According to the International Reading Association, as long as "reading specialist" is treated as a specific term as well as a generic term there will be confusion when professionals are asked to identify themselves. Once standards of the reading specialist are set then roles can be defined.

Once the roles are defined, they must be put to use. According to H. Alan Robinson (1967) reading specialists use to have very little training and were primarily used as remedial reading teachers. They worked more closely and directly with disabled readers than they did with teachers and the reading program.

Reading specialist made use of their time by taking small groups of children and working with them two to three times a week. They came to the reading specialist when the teacher approached and asked for help for the children. When the children were functioning well enough they were returned to the classroom and a different child would continue in their place. There was no formal write-ups or conferences. Informal meetings took place in the hallway, teacher's room, or the cafeteria. Elizabeth L. Jaeger (1996) states that reading specialists were viewed as glorified mechanics called in to fix the problem readers.

In an editorial, Russell Stauffer (1967) observed that reading specialists of today should not be a teacher of remedial reading working with disabled readers rather they should be working with the teachers and the total reading program.

According to Robinson, the new reading specialist should hold a master's degree in reading and belong to the International Reading Association. They should be involved in inservice education, evaluation, methods and materials, research, public relations, curriculum development, and administration.

Dorothy Dietrich reported that in the review of the Professional Standards and Ethics Committee of the International Reading Association, reading specialist may be designated as the person who works directly or indirectly with the children who have failed to benefit from regular classroom instruction in reading and/or who works with teachers and administrators to improve and coordinate the total reading program of the school.

Miriam G. Finkelstein is a reading specialist in New York City. In 1978, she reported that she use to work with a pull-out program, working with children in small groups until they caught up. At one point, it was decided that she was not using her time or her resources efficiently. Classroom teachers were capable of doing the same things that she did on a pull-out basis. Her ideas and techniques could be adapted to fit classroom needs. Her job was reconstructed so that she could be available to help a larger number of children. This was done by making her more of a resource person and working closely with teachers.

In 1986, the International Reading Association revised the Roles of the Reading Specialists and it appears that changes have taken place. They came up with four different roles or types of reading specialists. Diagnostic Remedial Specialist, Developmental Reading-Study Skills Specialist, Reading Consultant / Reading Resource Teacher and Reading Coordinator Supervisor.

The diagnostic remedial specialists responsibilities includes assessment, remediation and planning instructional intervention, providing service coordination of reading services provided to each disabled learner in conjunction

with the classroom teacher. The next role, developmental reading-study skills specialist includes instruction in content area reading, study-skills in the junior high and senior high levels, and provision of corrective reading services. The third and fourth roles resemble more closely the reading specialists of the future. Reading consultant / reading resource teacher includes providing leadership to classroom teachers, planning, organizing and managing a school wide reading program, application of current research and theory to practice in all programs, articulation of a balanced reading - language - thinking program, provision of staff development, coordinating the work of reading specialists and special services personnel and advising administration and community about the school reading / language arts program. The fourth role, reading coordinator / supervisor, which is a central office position, includes design, implementation of district reading program and evaluation of program and personnel.

Once the Administrators in the main office know the standards and guidelines of a reading specialist, it should be administered to the principals of the different schools within the district. Each school should be made aware of the responsibilities and duties of the reading specialist. Reading specialists have changed over the years and districts and individual schools should be made aware of these changes.

All staff of the school should be told of the duties and responsibilities of the reading specialist. They should know how the reading specialist could be of value to them.

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Many states are beginning to require reading specialist to devote 50% of their time to the resource role. (Wepner, Feeley and Strickland, 1989) The roles are evolving from pull-out or classroom remedial models to models that include resource specialists who serve the school or a number of schools as a whole. (Marguerite C. Radenicch, 1995)

The best clientele, according to Jeannette Veatch, (1968), is the classroom teacher. Most schools recognize the reading specialist as the person with expertise to provide leadership in increasing the effectiveness of reading instruction. (James F. Lindsey, Annette Dambrosio Runquist, 1983) The reading specialist is in a position to observe in a classroom and to provide the teacher with feedback to what is actually happening in the classroom. The reading specialist is not an administrator that will record what the teacher is doing. They are there simply to give friendly feedback. Two professionals can then get together to identify the effective teaching behavior, explore alternative solutions, solve a problem and plan for a change.

Many classroom teachers view a reading specialist service as being only peripheral or supplementary to the reading program. The reading specialists often take cues from the classroom teachers. Reading specialists should be using their expertise to enhance the classroom reading instruction. They should not be limited to providing diagnosis and remedial instruction. This is not making full use of their knowledge and training. Reading specialist should meet with classroom teachers, do demonstration teaching, provide inservice lessons and suggest materials and instructional strategies. For the reading specialist to

expand their role there needs to be communication, leadership and support of all staff in the school. Positive reinforcement for the reading specialist is an important aspect, which can include personal communications as well as sharing success stories. John A. Smith (1989) has had experience with this process and after several months had found that the reading specialists did become a strong influence in enhancing classroom reading instruction. Classroom teachers began to view reading specialist as experts and requested their assistance more frequently. Teachers began to request that the reading specialist present workshops, demonstrate alternative techniques, initiate classroom literature programs, demonstrate and implement process approach to writing and to develop study guides for science and social studies texts. Smith found that with communication, leadership and support the reading specialist could perform their traditional function and also have a positive impact on classroom instruction.

Some authors feel that reading specialists should work both with teachers and students. (Garry, 1947; Bean, 1979; McMurtie & Askov, 1982) Many reading specialists emphasize instruction with students in a pull-out program, which leaves little time for contact with teachers.

The research concerning the effectiveness of the pull-out program is equivocal and limited and there is some criticism and concern about the effects of this program on achievement and emotional and social outcomes. (Glass & Smith, 1979; Bean & Wilson, 1981; Leinhardt & Pallay, 1982) There appears to be a trend to encourage direct instruction with students in the classroom, which

can be called an in-class program. With this program reading specialists work in the classroom on an informal basis upon the teachers request.

Rita M. Bean and R. Tony Eichelberger (1985) did a study on the role of the reading specialist in an in-class program in a large city school district. They changed from a pull-out program to an in-class program. The district felt that there would be more cooperation between classroom teachers and reading specialists and that classroom teachers would benefit from the close interaction with the reading specialists and there would be greater student achievement in reading.

Significant changes occurred between pull-out and in-class programs. During pull-out, the specialists reported that they spent much time with diagnosis, remediation and teaching specific skills. They focused on working with children with reading difficulty rather than average or gifted students. They reported that they gave some emphasis to providing feedback to the teachers. The classroom teachers agreed with the specialists except that they felt they did not receive much feedback from the specialists. During the in-class program the specialists reported less time on diagnosis and teaching specific skills, and more time working with classroom teachers. They still worked with the students experiencing reading difficulties reinforcing skills taught by the classroom teacher. The classroom teachers agreed with the specialists on what they reported and felt they got more feedback from them.

Teachers and specialist agreed that the most important role of the reading specialists were diagnosis, remediation, teaching specific skills, working with

children with reading difficulties and providing feedback to teachers. Four of the five roles centered on children with only one being a resource role.

Even though this in-class program was only for one year. Bean and Eichelberger came up with several conclusions. Reading specialists changed in the way they functioned when they worked in the classroom. They focused more on reinforcing skills than on diagnosing the skills needed. The teachers and specialists valued an instructional role working with students with reading problems rather than as a resource to the teachers. They also concluded that there was a problem of leadership or control in the classroom. Teaming did not appear to be easily accepted.

Bean and Eichelberger state that in-class programs will have a great deal of impact on reading achievement of students.

Many see reading specialists as collaborative consultants, spending their time with adults to meet the needs of students.

According to Elizabeth L. Jaeger (1996) collaboration works best when adults bring their own strengths to the process of teaching. Classroom teachers have the advantage of long term experience with students in all areas of the curriculum. Reading specialist do not have the knowledge about an individual student. They are however in the position to make in-depth observations in different settings of a particular student. With this careful observation, reading specialists can note the strategies the child uses effectively and the ones with which they struggle. The specialist can then revise these strategies to fit the needs of the student.

Reading specialists need certain qualities in order to function effectively as a collaborative consultant. They must be knowledgeable about all aspects of literacy and must be in search of new knowledge and experience that can be shared with teachers and students.

There are four dimensions of the reading specialists' role according to Jaeger. Curriculum development, instructional problem solving, assessment and parent liaison. Curriculum development by teachers and reading specialists offers a good compromise. It is developed by the staff and is better suited to the needs of the children of the district. With instructional problem solving, personal suggestions, demonstration teaching and team teaching aids to problem solving. At times, the teachers may be able to solve the problem themselves when the reading specialist asks appropriate questions and then teases out possible solutions. This results in a more effective, respectful and long lasting relationship between teacher and specialist.

Assessment is very important for the teacher. It is crucial for the reading specialist to find or develop assessment tools that provide accurate data about the student's performance. Along with this it is equally important to interpret results with the classroom teacher and together develop an instructional plan.

The fourth significant role of the reading specialist is parent liaison. The reading specialist serves as a literacy liaison between home and school. They notify parents that their child was enrolled in a special class and offer suggestions for helping their child. This limited role was found not to be adequate.

Young readers benefit from home experiences as well as at school. Reading specialist set up activities where parents can work with their children at school expanding the scope of literacy activities.

The role of a collaborative consultant is a difficult one because of the difficulty involved in maintaining a working relationship with many adults as well as children. Reading specialist must be carefully prepared to take on this role. Training would emphasize problem-solving and communication strategies. Children and adults would benefit from an educational process that makes the best possible use of a reading specialist's time, energy and expertise.

When reading specialists work with teachers and students it is not just during a reading class. Reading specialist can demonstrate to teachers how to create an atmosphere of support to model and guide students to become strategic readers who gain control of their own learning. (Richard Anderson, 1989) The reading Report Card (1985) stressed that higher level reading skills cannot come about simply from reading instruction given in isolation from the other work students do in school.

The content teacher and the reading specialist can work together to select reading learning strategies relevant to the subject area or to a particular assignment.

Reading specialists can help content teachers with practices that will help students understand their assignments by demonstrating ideas in the content teacher's classroom. They can use their expertise directly with content teachers with direct instruction, modeling, demonstrations, coaching and teaming.

The reading specialist can be a critical factor for content teachers. They may be the best people on staff to understand the basic reading problems and to communicate possible solutions to teachers and students. Once content teachers accept this role of the reading specialist, classroom teaching methods will change and student's attitudes will improve.

Reading specialists also have to accept the changing role of the job. Jeannette Veatch (1968) reported that reading specialists know what to do with individual or groups of children when they have them by themselves. Some reading specialists are frightened, insecure and ignorant when it comes to working with teachers. They would rather work with children because they are comfortable in this way. In order to correct the needs we have among children in this nation reading specialists must learn how to help teachers improve their classroom performance.

Reading specialists themselves must know the changing role as well as accept the new responsibilities. Gary Kay, (1985) a reading specialist in a high school in Florida, did just that. The first thing in his new role was to make as many teachers as possible aware of his new role. He contacted department heads explaining the areas that he could be of assistance. Before he knew, he had a full calendar. He gave lectures to classes on "How to Read a Text," and introductory lectures on the role of vocabulary in reading and learning. He used the language - experience approach on students whose reading skills were well below average and found it very successful. He also showed classroom teachers how to use the newspaper as a means of improving reading skills.

Gary Kay states that after one year with reading specialists in the schools, administrators, staff and student's will ask, "How did we get along without them?"

Gary Kay seemed quite fortunate to have teachers cooperate his first year as a reading specialist. Many specialists find that there is very little cooperation if any between reading specialists and teachers. Elizabeth G. Cohen, Jo-Ann K. Intili and Susan Hurevitz Robbins did a study on the cooperation between teachers and reading specialists. (1978) They found that cooperation was not common. They did however have enough teachers in their study to see how some teachers and specialists cooperate.

Many teachers reported having the specialist help with instructing students but did not receive feedback on a steady basis. Teachers also reported that the reading specialist did not offer suggestions and they never or almost never provided reading material. The study found that the most frequent relationship between specialist and teacher was were the specialist instructed selected students outside the classroom.

Perhaps reading specialist must build bridges of communication in order to have cooperation between them and teachers.

According to Merrillyn Brooks Kloefkorn (1989), a bridge of communication must be built on a firm foundation of credibility and consistency. The bridge must be dependable and trustworthy and the messages that are exchanged must be nonjudgmental if the trust and confidence is to remain strong.

Follow-up on different techniques, strategies and suggestions is very important so that this information does not fall through the cracks.

Noreen M. McAloon, a reading specialist in New Hampshire, had difficulty with some teachers caused by miscommunication. She knew that communication was an essential part of her job. Through her difficulties she learned how essential was the verification of the message communicated.

Building communication with strength and understanding, keeping the lines of communication open and sending clear messages will enhance the role and add credibility to the reading specialist's position.

Once reading specialist accept their changing role and begin to function in it, they will find the need to budget their time efficiently. Noreen M. McAloon, had to examine her practices that were based on diagnosis, remediation and evaluation now that she was more of a resource to teachers. She knew she had to budget her time to fill her new role. In order to save time she had grade level meetings. This way she did not have to spend time with each individual teacher concerning the same matter. She was then able to spend her time helping the teachers with their individual concerns. Many teachers and reading specialist feel a need to have additional time to plan together to help meet the needs of the children. Budgeting time for planning, modeling, teaching, conferring and observing are very important in order to accomplish what is needed to help students learn to read.

The standards and the roles of reading specialists have changed tremendously over the years. Administration must be made aware of the

changing roles of the reading specialists. Principals need to inform classroom teachers of the new role of the specialist in order to use them to the best of their knowledge. Reading specialist must also accept their new role and do all they can to enhance the teaching of reading in this new role. Once all involved are aware of the role of the reading specialist, and accept what they do we can better help those who need the help.

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Appendix

Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

4= Very Important **3**= Important **2**=Somewhat Important **1**= Not Important

Provide Individual Instruction	(4)	3	2	1
Provide Small Group Instruction	4	(3)	2	1
Provide Individual In-class Instruction	4	3	(2)	1
Provide Small Group In-class Instruction	4	3	(2)	1
Conduct Formal Assessment	(4)	3	2	1
Communicating with Teachers	(4)	3	2	1
Communicating with Parents	(4)	3	2	1
Organization of School Reading Programs	(4)	3	2	1
Acting as a Resource to Teachers	(4)	3	2	1
Providing Inservice to Teachers	(4)	3	2	1
Demonstrating Reading Strategies	(4)	3	2	1
Developing Materials with Teachers	(4)	3	2	1

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Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

4= Very Important **3**= Important **2**=Somewhat Important **1**= Not Important

Provide Individual Instruction	4	(3)	2	1
Provide Small Group Instruction	(4)	3	2	1
Provide Individual In-class Instruction	4	3	(2)	1
Provide Small Group In-class Instruction	4	(3)	2	1
Conduct Formal Assessment	(4)	3	2	1
Communicating with Teachers	(4)	3	2	1
Communicating with Parents	(4)	3	2	1
Organization of School Reading Programs	4	3	(2)	1
Acting as a Resource to Teachers	(4)	3	2	1
Providing Inservice to Teachers	4	3	(2)	1
Demonstrating Reading Strategies	4	(3)	2	1
Developing Materials with Teachers	4	3	(2)	1

Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

4= Very Important **3**= Important **2**=Somewhat Important **1**= Not Important

Provide Individual Instruction	(4)	3	2	1
Provide Small Group Instruction	4	3	(2)	1
Provide Individual In-class Instruction	4	3	2	(1)
Provide Small Group In-class Instruction	4	3	2	(1)
Conduct Formal Assessment	(4)	3	2	1
Communicating with Teachers	(4)	3	2	1
Communicating with Parents	4	(3)	2	1
Organization of School Reading Programs	4	3	(2)	1
Acting as a Resource to Teachers	(4)	3	2	1
Providing Inservice to Teachers	4	3	(2)	1
Demonstrating Reading Strategies	4	3	(2)	1
Developing Materials with Teachers	4	3	(2)	1

Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

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Provide Individual Instruction	4	(3)	2	1
Provide Small Group Instruction	(4)	3	2	1
Provide Individual In-class Instruction	4	(3)	2	1
Provide Small Group In-class Instruction	(4)	3	2	1
Conduct Formal Assessment	(4)	3	2	1
Communicating with Teachers	(4)	3	2	1
Communicating with Parents	(4)	3	2	1
Organization of School Reading Programs	(4)	3	2	1
Acting as a Resource to Teachers	4	3	(2)	1
Providing Inservice to Teachers	4	3	(2)	1
Demonstrating Reading Strategies	4	3	(2)	1
Developing Materials with Teachers	4	3	(2)	1

Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

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Provide Individual Instruction	4	(3)	2	1
Provide Small Group Instruction	4	(3)	2	1
Provide Individual In-class Instruction	4	(3)	2	1
Provide Small Group In-class Instruction	4	3	2	(1)
Conduct Formal Assessment	4	(3)	2	1
Communicating with Teachers	4	(3)	2	1
Communicating with Parents	4	3	(2)	1
Organization of School Reading Programs	4	(3)	2	1
Acting as a Resource to Teachers	4	(3)	2	1
Providing Inservice to Teachers	4	(3)	2	1
Demonstrating Reading Strategies	(4)	3	2	1
Developing Materials with Teachers	4	3	(2)	1

Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

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Provide Individual In-class Instruction	4	3	2	(1)
Provide Small Group In-class Instruction	4	3	2	(1)
Conduct Formal Assessment	(4)	3	2	1
Communicating with Teachers	(4)	3	2	1
Communicating with Parents	4	(3)	2	1
Organization of School Reading Programs	4	(3)	2	1
Acting as a Resource to Teachers	4	3	(2)	1
Providing Inservice to Teachers	4	3	(2)	1
Demonstrating Reading Strategies	(4)	3	2	1
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Conduct Formal Assessment.	(4)	3	2	1
Communicating with Teachers	(4)	3	2	1
Communicating with Parents	(4)	3	2	1
Organization of School Reading Programs	(4)	3	2	1
Acting as a Resource to Teachers	4	(3)	2	1
Providing Inservice to Teachers	4	(3)	2	1
Demonstrating Reading Strategies	(4)	3	2	1
Developing Materials with Teachers	4	(3)	2	1

Please circle 1, 2, 3, or 4 for each responsibility of the Reading Specialist.

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Provide Individual Instruction	4	3	(2)	1
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Provide Individual In-class Instruction	4	3	(2)	1
Provide Small Group In-class Instruction	4	3	(2)	1
Conduct Formal Assessment	(4)	3	2	1
Communicating with Teachers	4	(3)	2	1
Communicating with Parents	4	3	(2)	1
Organization of School Reading Programs	(4)	3	2	1
Acting as a Resource to Teachers	(4)	3	2	1
Providing Inservice to Teachers	(4)	3	2	1
Demonstrating Reading Strategies	(4)	3	2	1
Developing Materials with Teachers	4	(3)	2	1

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Communicating with Teachers	(4)	3	2	1
Communicating with Parents	4	3	(2)	1
Organization of School Reading Programs	4	3	(2)	1
Acting as a Resource to Teachers	(4)	3	2	1
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